



RE-CERTIFICATION GUIDELINES

FEBRUARY 2006



Virginia Department of Criminal Justice Services
Crime Prevention Center



TABLE OF CONTENTS

Re-certification Checklist	2
Copy of Re-certification Resolution.....	3
Re-certification Process	4
Core & Optional Elements	4
Goals and Objectives.....	5
Accomplishments.....	6
Evaluation	6
Substituted Optional Elements.....	7
History.....	7
Additional Documentation	8
Sample Application	8
Application Review Phase	11
Re-Certification Certificate	11
Appeals	11
Re-Certification	11
Revocation	12
Technical Assistance	12



RE-CERTIFICATION CHECKLIST

- ☐ Checklist
- ☐ Re-certification Resolution
- ☐ Application
(All summaries ***must be typewritten*** in the same format as the original application (double-spaced with a 12 point font) on standard 8.5 X 11 paper. A table of contents listing the different sections should accompany each summary. Each section should be clearly delineated within the summary by a cover page. Each summary must also be provided in **electronic form** either on floppy disk, Zip disk, or compact disc)
- ☐ Re-certification Requirements
 - ☐ Core Elements
 - ☐ Goals and Objectives
 - ☐ Accomplishments
 - ☐ Evaluation
 - ☐ Optional Elements
 - ☐ Goals and Objectives
 - ☐ Accomplishments
 - ☐ Evaluation
- ☐ Substitutions (optional elements only – maximum of 2)
 - ☐ History
 - ☐ Goals and Objectives
 - ☐ Accomplishments
 - ☐ Evaluation



RE-CERTIFICATION RESOLUTION

WHEREAS, The governing body of _____ is committed to assuring the safety and security of its citizenry and the community at large, as evidenced by its having been designated Certified Crime Prevention Community by the Criminal Justice Services Board; and,

WHEREAS, The governing body continues to support community crime prevention; and

WHEREAS, continued designation as a Certified Crime Prevention Community requires re-certification every three year;

NOW, THEREFORE, BE IT RESOLVED by the _____ that our community, _____ wishes to continue to participate in the Certified Crime Prevention Community Program, and that the (City or Town Council; or County Board of Supervisors) and law enforcement leadership of this community fully support all reasonable efforts to meet the re-certification requirements established by the Department of Criminal Justice Services and the Criminal Justice Services Board; and

BE IT FURTHER RESOLVED, that re-certification requires the continued existence of a local community crime prevention/community safety council, and this governing body designates the _____ to continue to represent our community for participation in this program.

This resolution is in full effect upon its adoption this _____ day of _____, 20____

SEAL:

Official

Title

Attest

Title



The re-certification process consists of three phases: *Re-certification Application Development, Application Review, Re-certification certificate.*

1. Re-certification Application Development Phase

Program Update

In order to maintain their certification, localities must be re-certified upon completion of their third year in the program, and every three years thereafter. If requested in writing, DCJS may grant an extension of up to six months for good cause. Once DCJS receives the re-certification application and governing body resolution, the Department will complete its review within 90 days. Localities failing to meet the re-certification requirements within the time allotted will be required to apply for initial certification, in effect, start over.

Application Development: Conducting An Assessment of Core and Optional Elements

To obtain re-certification, applicants must provide written assessments of **twelve core** program elements and **seven optional elements**. Each of the core and optional elements must be assessed. However, you may request that new or more successful crime prevention programs implemented since the original application be substituted for up to two of the optional elements originally submitted. These substituted elements must be proposed using the same guidelines as in the original application.

All assessments **must be typewritten** in the same format as the original application (double-spaced with a 12 point font) on standard 8.5 X 11 paper. A table of contents listing the different sections should accompany each assessment. Each section should be clearly delineated within the assessment by a cover page. Each assessment must also be provided in **electronic form** either on floppy disk, Zip disk, or compact disc.

- Each assessment should be divided in three main sections: (1) *New Goals and objectives of each element*; (2) *Program accomplishments for the last three years*; (3) *Evaluation of program effectiveness (have you met the goals and objectives from the original application).*



■ Goals and objectives

In this section, applicants should list, *in bullet form*, the goals and objectives for the element being assessed, with the objectives being listed underneath the goal to which they apply. The goal may or may not be the same as in the original application. Objectives should set out the actions you plan to take for the next three years for each program. This section is particularly crucial because it shows what the applicant will use to determine the success your element. Since goals and objectives can often be easily confused and difficult to define properly, some definitions and tips have been provided below to assist in the preparation of this section of the summary.

➤ Goals

Goals are the **broad** programmatic aims of your program. They should be clear, concise and written in manner that makes them easily understood by a lay person unconnected with your program. For example, a neighborhood watch program may have as its goal **to reduce citizen fear of crime**. A delinquency prevention program may have as its goal **to reduce truancy**. A safety and security assessment program may have as its goal **to reduce burglary**. Your program may have more than one goal, but each goal should be written in the same broad manner.

➤ Objectives

Objectives are specific actions undertaken to achieve the goal or goals listed for the element. Objectives should be clear, concise, easily understood, and measurable. For example, if your goal is **to reduce burglary**, your objective may be **to increase the number of neighborhood and business watches by 5% each year**. Or, if your goal is **to reduce citizen fear of crime**, your objective may be **to increase the number of participants in citizen's police academies by 10% each year**. Whatever your objectives, it is essential that they be **quantifiable** in order to determine the element's success over time. It is also important that they be **realistic** and not be overly ambitious simply to impress the reviewers of your application. Special care should also be taken to avoid the mistake of using implementation milestones (e.g. "Hire a crime prevention specialist" or "Purchase crime analysis software") as objectives.



■ Accomplishments to date

In this section, applicants should list the **significant** milestones and accomplishments of the element for the last three years. Particular attention should be paid to listing, if possible:

- *The most noteworthy accomplishments or major activities after certification.*
- *Accomplishments/activities that have drawn significant local, statewide or national media attention.*
- *Specific activities that have resulted in statistically significant reductions in crime, fear of crime or other measurable results.*

■ Evaluation

In this section, applicants should provide an evaluation of how successful they have been in achieving the goals and objectives listed in the original application. An evaluation must be provided on each core and optional program element. Applicants should use one or more of the following types of evaluation measures:

➤ **Process/Efficiency Measures**

Process measures involve the documentation of activities associated with a program and/or the amount of time spent on those activities. For example, evaluating the effectiveness of a crime prevention specialist could possibly include documenting the **number of security surveys conducted**, the **number of speeches/presentations made**, etc.

➤ **Outcome Measures**

Outcome measures specify the impact of your program on a targeted problem. It is an assessment of the results of your program rather than the program itself. For example, evaluating the effectiveness of a community policing program could possibly include documenting a **reduction in calls for service**, a **reduction in burglaries**, a **reduction in robberies**, etc.

➤ **Opinion Measures**

Opinion measures are exactly that: measures of opinions of the effectiveness of a program. These measures usually take the form of surveys and can involve, for example, measuring the general public's expectations of, or satisfaction with a program, measuring the opinions of those charged with administering a program, etc. Although these measures can be potentially meaningful, they can be unreliable.



➤ ***Anecdotal Information***

Anecdotal information normally consists of interesting stories, general observations, and isolated incidents that may illustrate the impact a program has had on an individual or community. For example, a neighborhood watch group may be able to cite an incident in which their activities helped to prevent a potentially heinous crime. Or a youth may have a story about how a particular delinquency prevention program had a major impact on his or her life. Anecdotal information is a good supplement for the other evaluation measures listed above, but is **not** a substitute for them.

Substituted Optional Elements

If, during the course of gathering information to seek re-certification, applicants determine that there are optional elements that have become dormant, unsuccessful or have been discontinued, they may substitute a maximum of two (2) new crime prevention programs/initiatives. The following format must be used when proposing new programs :

- *History*
- *Goals and objectives for the proposed program.*
- *An implementation plan that includes a timetable.*
- *An evaluation plan*
- *Additional documentation*

■ Local history of the program and program operation (Only for new programs)

This section is **only necessary** if you are proposing to replace a previously approved optional element with a new element. In this section, explain in detail the history of the program element at the local level and how it operates on a daily basis in the applicant locality. Particular attention should be paid to answering all of the following general questions:

- *When did the program begin in the applicant locality?*
- *What specific local factors/circumstances/events led to the creation of the program?*
- *Was it the idea of one person, a group of people, a local agency/organization, etc.?*
- *What process was followed to get the program started locally?*
- *What, if any, obstacles were faced in starting up and implementing the program?*
- *How long did it take for the program to go from idea/concept to reality?*
- *How does the program operate on a day-to-day basis?*
- *Who is operates the program?*



■ Additional documentation

In addition to the information required for the program summary, other documentation can be submitted to supplement the summary, including:

- *Media coverage of the program (e.g. news articles, PSAs, video clips, etc).*
- *Any other information deemed relevant by applicant.*

Attachments ***should not*** be used as a substitute for critical information that should appear in the summary. It is the responsibility of the applicant to include all relevant and pertinent information in the summary, even if the information is included in attachments.

Sample Application

ORIGINAL APPLICATION CERTIFIED FEBRUARY 1, 2003

EXAMPLE ELEMENT (SCHOOL RESOURCE OFFICER)

EXAMPLE GOAL

To provide a safe and secure environment for students, staff, and the school community at Jacksonville High School.

EXAMPLE OBJECTIVES

1. The School Resource Officer (SRO) will teach basic law enforcement principles to the high school students on an annual basis.
2. To maintain order in the high school, the SRO will meet with the school administration and staff to review disciplinary actions.
3. The SRO will participate in an active school safety audit team.

EXAMPLE ACCOMPLISHMENTS

- The SRO was assigned to Jacksonville High School in January 1999.
- The student newspaper the "Jacksonville Heights" featured an article about the new SRO and interviewed students on how they would perceive the new SRO. The article got positive reaction from the students, staff and parents.
- Since the SRO has been at the high school the students have confided and reported possible incidents to the SRO. This has shown a positive response by students and staff for the SRO, and disciplinary incidents against students have decreased by 35% in the last year.



EXAMPLE EVALUATION

The SRO program is evaluated each year by the results of a services survey which is distributed to the students and staff at the end of each school year. The first survey was distributed in 2001 and the second was distributed in 2002. 1200 surveys were distributed with a return rate of 97%. The survey in 2001 showed a 54% satisfaction rate with the SRO with an increase to 75% in 2002. The survey also showed that the SRO was a positive role model, answered students questions, and taught classes effectively.

RE-CERTIFICATION APPLICATION DUE FEBRUARY 1, 2006

EXAMPLE GOAL (same as original application)

To provide a safe and secure environment for students, staff, and the school community.

EXAMPLE OBJECTIVES

1. The SRO will incorporate bullying prevention and drug education classes within the basic law education classes taught on an annual basis.
2. The SRO will instruct students on the accountability of disciplinary actions during the fall orientation and pep rallies.
3. The SRO will create a regional school resource team to share information regarding school safety trends .

EXAMPLE ACCOMPLISHMENTS

- The SRO formed a school safety audit review team made up of staff at Jacksonville High School in December 2003 to review and implement the recommendations of the annual school safety audit..
- The school newspaper the "Jacksonville Heights" interviewed the SRO about his increased responsibilities and activities in the last seven years at the High School. The article was featured in the January 2004 issue of the school paper, the local paper ran the article the following month and the SRO received a community award for outstanding community efforts.
- The SRO conducted a student survey in March 2004 to evaluate the fear of crime in the high school. The results of the survey showed that 55% of students were scared to go in the restrooms. As a result, the SRO consulted the school administration and the outside doors of the restroom were taken off. The SRO conducted another student survey in March 2005 and the results showed a decrease in fear of the restroom by 30%, the number went down from 55% to 25%.



EXAMPLE EVALUATION (This will be answered by the original goals and objectives from the initial application)

The SRO has instructed approximately 100 Class Action classes in the last three years. He teaches three classes per month and distributes an evaluation at the end of each class. In the last 3 years the approval percentage has increased from 65% to 85% for the instructors teaching method, increased from 45% to 90% in understanding the laws taught and increased from 40% to 95% for the understanding of the criminal justice system.

The SRO meets monthly with the school and reviews disciplinary actions (referrals) taken against students during the month. If the student broke the school discipline code, the student is advised by school personnel, if the student broke a criminal law, the SRO contacts the student and counsels the student on laws and offenses within the school and the community. If the student receives 2 or more referrals during the year the SRO contacts the parent and recommends programs through the school, social services, or appropriate agency. The SRO contact 100% of students that have broken a criminal law on and off the school campus.

The SRO has been assigned to the school safety audit team since 1999. The team consists of the school principal, the SRO, an assistant principal, the custodian, a teacher, and the librarian. Once the audit is complete for the year the safety team meets to review the recommendations. School District policy requires each school to implement at least 65% of the recommendations at their school. Since the SRO has been in place since 1999, Jacksonville High School has implemented 95% of its recommendations on an annual basis.

2. Application Review Phase

Staff Review

Once applicants have submitted the required information, DCJS staff will review it for completeness, documentation of the effectiveness of the existing elements, and adequacy of their future goals and objectives. Plans for newly proposed optional element programs will be judged for completeness of the needs assessment, goals and objectives, implementation plan and evaluation plan. ***Staff review may take up to 90 days to complete.***

Upon completion of the review, DCJS will notify the applicant of any problems needing correction. Applicants will be given a remediation and correction period of 30 days.



3. Re-Certification Certificate

If the Department of Criminal Justice Services approves, the locality will be re-certified for three years. The locality will have to re-certify every three years to remain in good standing.

APPEALS

If an applicant is denied re-certification, the applicant will have 30 days in which to notify DCJS of its intention to appeal. Upon receiving an appeal request, DCJS will set up an appeal hearing with the CJSB. The locality will meet with the CJSB and present its appeal. All decisions by the CJSB will be final and binding.

RE-CERTIFICATION

Re-certified localities will retain their certification for a period of three (3) years, after which they are subject to annual verification of the programs listed in their initial applications. This process may include on-site verification. Certified localities must complete a reassessment process every three years to maintain certification.

REVOCATION OF CERTIFIED STATUS

DCJS reserves the right to revoke the certification status of any locality for good cause. This action will only be taken in cases when all other compliance efforts have failed. The locality must return all CCPC road signs to DCJS within 30 days of revocation.

TECHNICAL ASSISTANCE

Free technical assistance is available to any locality that has been certified in the program. Assistance can be provided on a range of issues, including:

- The preparation of summaries for core and optional elements.
- The development of programs intended to fill identified service gaps.
- Guidance on how to rejuvenate dormant programs.
- Guidance on fostering interagency collaboration.

For more information contact:

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